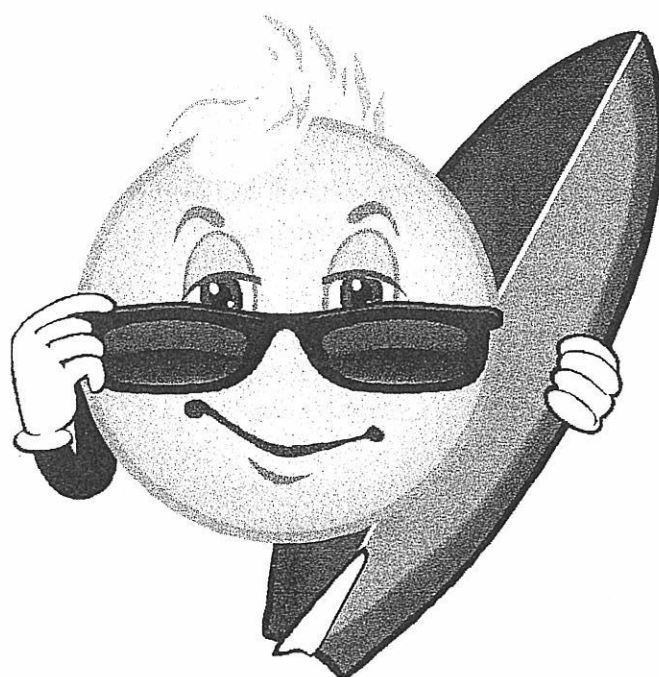


Playing It Cool

Anger Management Skills



Amy Gattone

Session

This anger management group will run for about eight sessions. Group will run once per week for about 30-45 minutes. Through the sessions, participants will work on recognizing anger and appropriate strategies to cope with these feelings. They will first think about triggers to angry feelings and what happens to their bodies when these feelings strike. We will talk about inappropriate and appropriate strategies to responding to these feelings as well as ways to turn negative thinking into positive thinking when dealing with situations that cannot be changed. The size of the group will be limited to four students. This limitation may produce the need for multiple groups focusing on anger management.

Participants

The target participants for this group will be elementary students in grades two and three who need guidance responding to anger appropriately.

Goals

Goals of this group will include...

1. Recognize situations that "bug you" and what happens to your body when you get angry.
2. How to handle angry feelings in a responsible way instead of a hurtful way
3. Change negative thinking into positive thinking

Screening Process

A short survey will be provided to students to determine student feelings on their anger management. Screening will also consider teacher and parent recommendation for students who show angry emotions and deal with them in a negative way.

Potential candidates for screening will be chosen from the above methods. These candidates will be interviewed by the group leader in order to provide students with information about the group, including expectations of participants and the leader and goals of the group. The interview will be used to determine if a group setting will be productive for the student as well as how much the student is willing to make changes with the support of the group.

Resources

O'Rourke, K., & Worzby, J. (1996). *Support Groups for Children*. New York: Brunner-Routledge.

Seen, D.S. (2004). *Small Group Counseling for Children, Grades K-2*. South Carolina: Youthlight Inc.

Session 1- Ice Breakers and Ground Rules

Objective: Students will get to know other members in the group and come up with ground rules for group sessions.

Materials:

- Beach Ball with a question written in each section
- Marker and paper to record ground rules
- Balloons

Procedure:

1. Go over the purpose of the group, the expectations of participants, and the expectations of the leader.
2. Introduce the game “beach ball fun.” Show students the beach ball with different getting to know you and anger questions on it. Have students spread out around the room. Throw the ball to one student, calling his/her name before you throw it. Have them check where their thumbs are and pick a question their thumb is on and share the answer with the group. Then that student will throw to another student, calling out his/her name.

Sample Questions:

What’s your favorite thing about school?

What do you like to do at home?

Where is your favorite place you like to go?

What kind of movies or TV shows do you like to watch?

Do you have any pets?

Show us how to take three deep breaths when you are angry.

Name one thing you notice happening to your body when you are getting mad.

Share about a time that you got mad.

Tell us about a time you handled yourself well when you were angry.

3. Create ground rules to follow during group sessions with students. Be sure to include the following three among others that students share with the group.
 1. What is said in group stays in group
 2. No put-downs allowed
 3. Only one person talks at a time

Closure:

Have students share one thing they hope to take away from group sessions.

Session 2- What bugs me?

Objective: Students will be able to identify situations that bug them or make them angry.

Materials:

- Children's book: That Makes Me Mad! By Steven Kroll
- Bugs cut out from the "Things That Bug Me Activity Sheet"
- An Empty Jar
- Construction paper, glue, scissors, markers

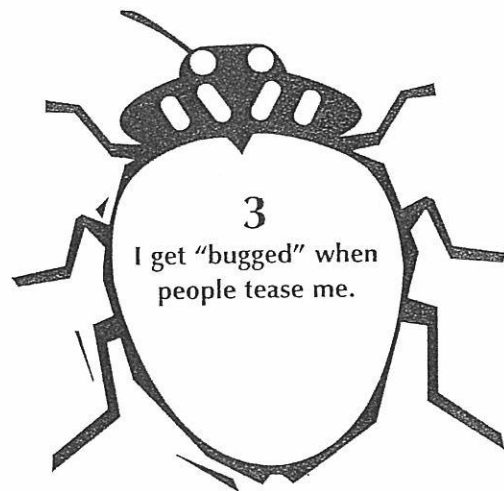
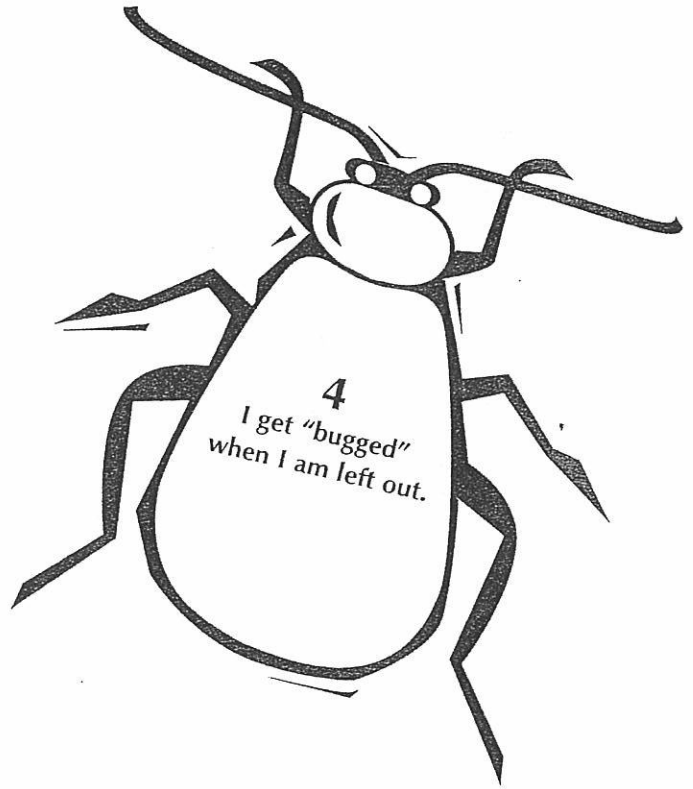
Procedure:

1. Begin session by sharing the book That Makes Me Mad! By Steven Kroll. Occasionally stop to point out the situations making the little girl in the story mad.
2. After you have finished the book, review the things that made the little girl mad or things that bugged her. Ask students for other suggestions of what might bug people or make them angry.
3. Put the jar of bugs in the middle of the table. (The empty jar should be filled with copies of the bugs with situations on them. Have students take turns pulling out the bugs and reading what is says on the bug. Facilitate a conversation about each bug. (What does that mean? What would a person be doing, thinking or saying if this bugged them? Is this something that has bugged you before?)
4. Review all the things talked about in this session about what might bug a person. Have students pick something that bugs them. Allow students to make their own bugs out of arts and crafts materials available. On the bug, have students write down something that bugs them. Keep these bugs to review in the beginning of the next session.

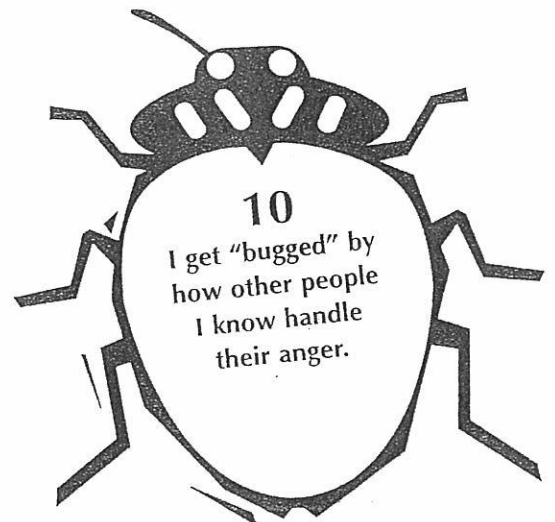
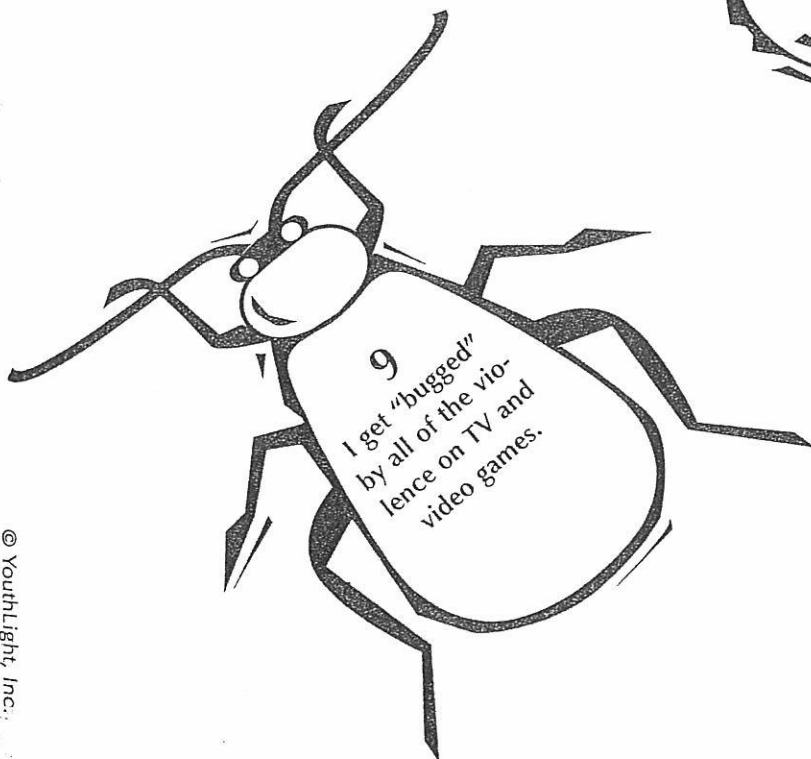
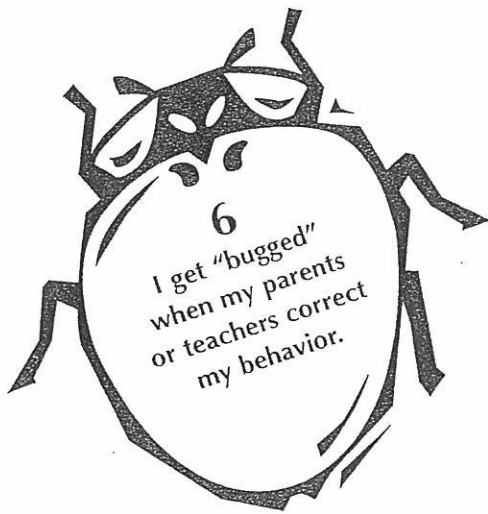
Closure: Students will share their bugs with the group. Encourage students to be aware of things that bug them during this week and they handled them.

Things That Bug Me Activity Sheet

Directions: Cut out the bugs (or get plastic bugs and tape the information on them) and place in a jar. Have students pull a bug from the jar and read about the different things you get mad at or that "bug" you. Discuss and allow students to complete the number on the Needs Assessment sheet that correlates with the number on the bug.



ACTIVITY SHEET



Session #3- Staying in Control

Objective: Students will be able to identify what happens to their bodies when they are angry and identify ways to calm themselves down.

Materials:

- Calming Down Poster
- Calming Down worksheet for each student

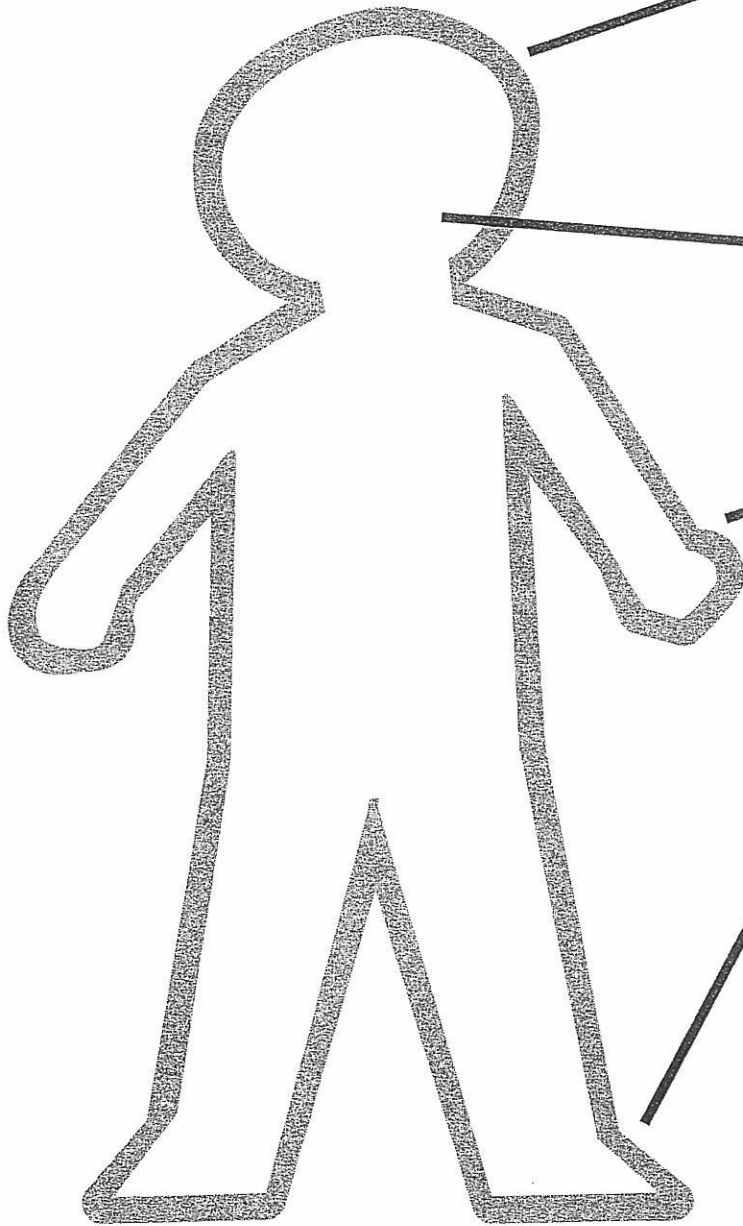
Procedure:

1. Review bugs from previous session. Ask students what happens to their bodies when they get really angry when things bug them. Make a list of student suggestions.
2. Facilitate a discussion about suggestions students have made. Ie. Have you ever noticed your body doing that when you are angry? Does it make your problem worse or better? Was there even a time when you were able to catch your anger and calm down? What helped you to calm down?
3. Have students choose a body cue from the list and act it out for the group. The group will try to figure out which cue is being acted out. Ask students for a strategy for calming down when they can feel that cue happening.
4. Give each student a Calming Down worksheet and use the poster to fill out together to write down ways to calm down each part of your body.

Closure: Encourage students to use some of these strategies this week when they feel themselves getting angry to share with the group for next time. Have students share one thing they will take away from group today.

Calming Down Activity Sheet

Directions: Complete the following with information on ways to help our body calm down when we are mad.



Tell yourself to:

Slow your breathing down by:

Do something okay with your hands like:

Do something active like:

Other things I can do to calm down:

Session #4- Rules of Anger

Objective: Students will be able to make rules for coping with anger.

Materials:

- Chart paper and marker
- Balloon

Procedure:

1. Ask students about times when they have to follow rules. Ask students what might happen if there were no rules. What problems might come from having no rules at all? Why do you think rules are important? What happens when people get angry? How does it affect others? Can it ever hurt others? What can happen if your anger gets out of control?
2. Show students a deflated balloon. This is how we are before we get into an angry situation, calm. Give students situations that may make them angry throughout their day. For each situation, blow the balloon up a little bit. Continue to blow up the balloon to its breaking point. This is when our anger gets out of control and we explode.
3. Students should give ideas to keep the balloon from popping (let out a little bit at a time.) Compare this to talking out anger and using strategies to calm down. For each strategy students give, let a little air out of the balloon.
4. Make rules to list on chart paper for handling anger including but not limited to, do not hurt yourself, others, or property.
5. Give students the angry situations from the balloon experiment. Have them role play handling the situation following the rules they just made in the session.

Closure: Bounce a ball around to students; have them identify either a rule or a way to handle anger appropriately. Ask students how they will use these ideas and strategies throughout the next week before they meet again.

Session #5- Positive Thinking

Objective: Students will be able to look at a situation in a positive way to reduce angry feelings.

Materials:

- Perception Picture
- Positive Thinking Activity Cards
- Transparency markers (1 for each student)

Procedure:

1. Show students the Beautiful Lady/Witch picture. Help students to see both sides of the picture. Explain to students how looking at the picture shows there are different ways of looking at different situations. When we are mad, we can choose to look at the situation in a way that makes us feel better about the problem.
2. Choose a positive and negative thinking card from the pile to share with the group. Have them respond with thumbs up or down to tell if the thinking is negative or positive. If the thinking is positive, talk about how this thinking would make you feel and draw a smile on the back of the card. If it is negative, talk about how this thinking would make you feel and on the back rewrite the negative thought into a positive one.
3. Hand out the rest of the cards to students and allow them to share their card with the group. Decide with thumbs up or down if it is negative thinking or positive. Complete the same procedure as above for either negative or positive thinking.
4. Give each student a blank card. Have the students write down a situation, positive or negative, they were involved in. Have the students write down how they felt when they were in this situation. Have the group rethink negative situations to positive thinking.

Closure: Throw around a ball, when a student has the ball they should tell a way they are going to think positively, even if it's something the group rewrote for a negative situation. Encourage students to look for situations where they use positive thinking to reduce their anger.

Perception Picture



Positive Thinking Activity Cards

<p>My best friend played with someone else at recess and left me out.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>I'll show her. I'll tell everyone how mean she is!</p> </div>	<p>Today my friend didn't choose me as a partner during math.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>That's OK! This will give me a chance to get to know a new friend!</p> </div>	<p>The teacher didn't call on me when I raised my hand.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>The teacher doesn't like me!</p> </div>	
<p>I had to move my clip for talking today.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>I need to listen to my teacher, stop talking, and get back to work.</p> </div>	<p>I failed my math test!</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>This is too hard; I'll NEVER be able to learn this!</p> </div>	<p>Lucy told me my outfit was ugly.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>I'll never wear this stupid outfit again!</p> </div>	
<p>Mom said I have to go to time out because I wasn't getting along with my brother.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>Maybe it will help to sit down for a minute and cool off</p> </div>	<p>Mom won't take my friend and me to the skating rink.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>That's OK! We can play video games instead!</p> </div>	<p>I didn't get picked for the team I wanted in gym class.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 10px; width: 80%; text-align: center;"> <p>Nobody likes me! There must be something wrong with me!</p> </div>	
<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div>			<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; margin: 10px auto; position: relative;"> <div style="position: absolute; bottom: 10px; left: 10px; width: 50px; height: 50px; border: 1px solid black; border-radius: 50%; clip-path: polygon(50% 50%, 60% 20%, 80% 20%, 80% 80%, 60% 80%);"></div> </div>

Session #6- The Chill Cube

Objective: Students will be able to brainstorm strategies for managing anger.

Materials:

- Chart paper and a marker
- Cube shape to fold
- Scissors, tape, crayons

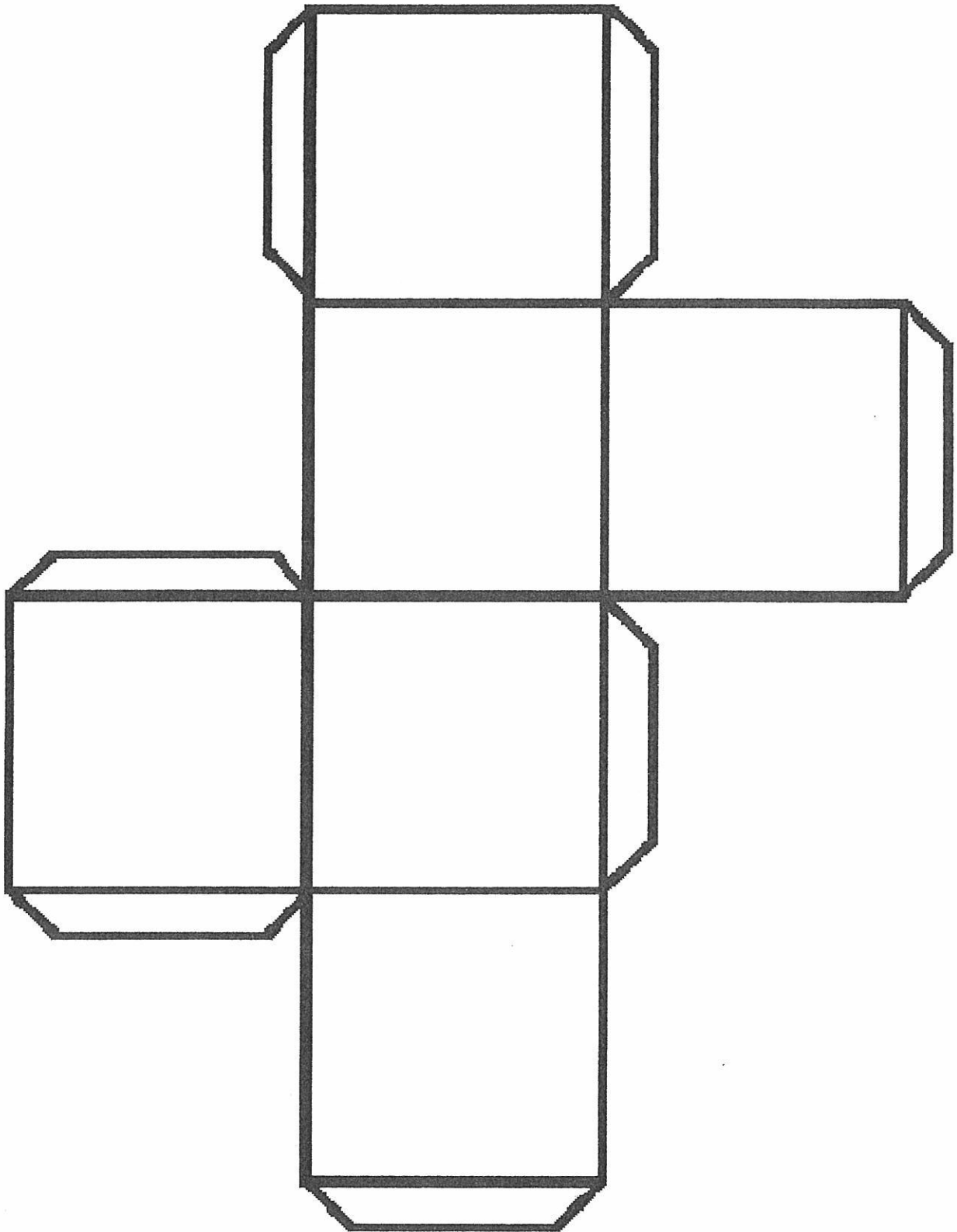
Procedure:

1. Revisit what happens to your body when you get upset and ways to calm your body down. Ask students if there was time in the past week that they noticed they were getting angry but were able to calm themselves down. How did that happen? Allow students to share.
2. On chart paper start listing ways students were able to calm themselves down. Discuss other options as well. Talk about how all the options would work and what it would look like to do them. Have students choose a few options to role play in different scenarios that might make them angry. You can use the situations students wrote on their bugs in a previous session.
3. Give each student a cube and have them choose six favorite strategies to manage their anger from the group list. On each face, students should write one strategy and draw what it might look like. Then they can cut out and tape their cube together.
4. Once everyone is finished, have students take turns rolling their dice and acting out the strategy for the group.

Closure:

Encourage students to share their cube with their parents and teachers and keep the cube with them to use in case they cannot think of a strategy to calm down.

Chill Cube



Session #7- Stress Ball

Objective: Students will be able use a stress ball to reduce angry feelings.

Materials:

- Helium Quality Balloons
- Flour or baking soda
- Funnels
- 1 cup measuring cup
- Chart paper and marker

Procedure:

1. Ask students to make a list of things they can say in their heads to try to calm down and get rid of angry feelings. Mark these ideas down on chart paper to make a group list. Introduce using a stress ball to students as a way to relax as they say things on the group list in their heads.
2. Help students to make a stress ball with flour/baking soda and a balloon. Put the balloon on the funnel to get the flour into the balloon. Work it in and when it fits in a fist, help students to close it up. Let students know that the balloon is only for squeezing and if it's handled too rough it will break.
3. Give students an angry situation to role play and practice using their stress ball with the positive self talk from their list to calm down.

Closure: After checking with teachers, encourage students to use this stress ball at a time they become angry throughout the week. Have students review calming thoughts from the list by having them say one they like best. Remind students of good opportunities to use the stress ball they made and that they **MUST** follow teachers' directions with the ball.

Session #8- Show Your Stuff

Objective: Students will be able to apply skills learned throughout the group in the real world.

Materials:

- Bugs made from Session #2
- Any charts made throughout the sessions of this group
- Goal Sheet
- Crayons

Procedure:

1. Look at all the charts made throughout the session about handling anger appropriately as well as the rules to handling anger.
2. Pass out the bugs to the students that were made in session #2. Have students use their own situations that bug them to role play how they can handle their anger if these situations occur. Students may also choose new situations that may have arisen during the group in addition to their initial bug.

Closure: Students should make personal goals for how they will use the knowledge from this group in their daily lives. Have students write their goal on the picture of the goal posts and color.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. There are two vertical lines on each side, creating margins. The paper appears to be part of a binder, as there are dark binding elements visible along the top and bottom edges. The paper is otherwise blank, with no handwriting or other markings.

